

# PROBING QUESTIONS EXERCISE

1. Paula: "I think of lots of action and fine acting."

Your response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Perry: "It reminds me of when I was a kid and my grandfather took me to see a Shakespeare play. I didn't know what was coming off. There were all these people in funny costumes, and I couldn't understand most of what they were saying."

Your response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Tito: "It reminds me of life, how things really are."

Your response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Wally: "When you have a drama, you always have a big cast of characters."

Your response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Pam: "That's not true, Wally. I remember reading about a drama that only had two characters."

Your response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Mary: "Dramas always seem to deal with basic emotions that all people have."

Your response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Dorothy: "I guess for me what comes to mind is Saturday nights and my family."

Your response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Jack: "But drama as I think of it is a bunch of clever lines and speeches."

Your response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Taffy: "It makes me think of how much I like musical plays!"

Your response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. *Paula*: Her response can simply be acknowledged and recorded as some variation of "Lots of action and fine acting." A minor alternative response would be to ask, "Would you like me to list 'lots of action' and 'fine acting' as separate items?"
2. *Perry*: He is just a little verbose. You need to ask him to summarize. Any way to accomplish this without rejecting his original comment is satisfactory. For example, "How could I summarize that to get it in this little space?"
3. *Tito*: You might just accept this response as is. Or, to be sure that everyone understands the point, you might ask, "Could you give us an example of what you mean?"
4. *Wally*: Record "Always have a big cast of characters," *even though the association is incorrect*. You are *diagnosing* the level of knowledge the students have, whatever it may be. In order to get an honest assessment, you must establish the discussion ground rule by explaining that "We just want to find out what people think of when they hear the word *drama*. Later on we can examine whether things are right or wrong."
5. *Pam*: Tell her to remember the discussion ground rules, and verbalize the ground rule just cited.
6. *Mary*: Just record "Always seem to deal with basic emotions that all people have."
7. *Dorothy*: Clarification is in order. Ask, "Can you help us out? What is meant by your reference to 'Saturday nights and my family'?"
8. *Jack*: Just record "A bunch of clever lines and speeches."
9. *Taffy*: Just record "How much I like musical plays." Taffy's negative or indirect association is clear and to the point.

Your final listing on the board would appear in some fashion similar to the following:

1. Lots of action and fine acting.
2. (Perry's summary statement.)
3. Life, how things really are (possibly followed by an example, if you requested one).
4. Always have a big cast of characters.
5. (Pam's response after being reminded of the ground rule.)
6. Always seem to deal with basic emotions that all people have.
7. Saturday nights and my family (followed by a clarification of the meaning of the terms).
8. A bunch of clever lines and speeches.
9. How much I like musical plays.